| Medicine | | | |
|----------|--------------------|-----------------------|------------------|
| Bachelor | TR-NQF-HE: Level 7 | QF-EHEA: Second Cycle | EQF-LLL: Level 7 |

Course Introduction and Application Information

| Course Code: | TIP094 | | | | |
|---|--|---------------------------------|-----------------------------|-------------------------------|--|
| Course Name: | Groundbreaking Medical Inventions Throughout Human History | | | | |
| Semester: | Fall Spring | | | | |
| Course Credits: | ECTS | | | | |
| | 2 | | | | |
| | Turkich | | | | |
| Language of instruction. | TUTKISTI | | | | |
| Course Condition: | | | | | |
| Does the Course Require Work Experience?: | Yes | | | | |
| Type of course: | Department | al Elective | | | |
| Course Level: | Bachelor | TR-NQF-HE:7. Master`s Degree | QF- EHEA:Second Cycle | EQF-LLL:7. Master`s Degree | |
| Made of Delivery | | | | | |
| Mode of Delivery: | E-Learning | | | | |
| Course Coordinator: | Prof. Dr. YEŞİM SALİHA GÜRBÜZ | | | | |
| Course Lecturer(s): | Yeşim Gürbüz | | | | |
| Course Assistants: | | | | | |

Course Objective and Content

| Course | To inform students about groundbreaking discoveries in medical science. |
|-------------|---|
| Objectives: | To explain the stages and efforts of medicine to this day and to explain how students are a |
| | part of a tradition. |
| | To make them proud of it. |
| | |

| Medicine in ancient Egypt |
|---|
| Medicine in ancient greece |
| History of the microscope |
| Discovery of microbes-tuberculosis bacillus |
| The birth of modern pathology |
| Discovery of penicillin |
| History of Crohn's disease |
| Defining the etiology of gluten enteropathy |
| H. pylori |
| Discovery of DNA |
| PCR (PCR) |
| Epigenetic approach |
| |

Learning Outcomes

The students who have succeeded in this course;

1) Students will have a concept about the history of medicine

2) Students will get to know and look up to scientists who have made important discoveries in medicine

3) Students will see how social events and medical discoveries affect each other

Course Flow Plan

| Week | Subject | Related Preparation |
|------|-------------------------------|---------------------|
| 1) | MEETING AND INTRODUCTION | |
| 2) | Medicine in ancient Egypt | |
| 3) | Medicine in ancient Greece | |
| 4) | History of the microscope | |
| 5) | Tuberculosis bacillus | |
| 6) | The birth of modern pathology | |
| 7) | Discovery of penicillin | |
| 8) | History of Crohn's disease | |
| 9) | History of gluten enteropathy | |
| 10) | Discovery of DNA | |
| 11) | H. pylori | |
| 12) | PCR | |
| | | |

| 13) | Epigenetic approach | |
|-----|---------------------|--|
| 14) | | |

Sources

| Course Notes / Textbooks: | Robbins pathologic basis of disease Ackermans Surgical pathology |
|---------------------------|---|
| References: | Robbins pathologic basis of disease Ackermans Surgical pathology |

Course - Program Learning Outcome Relationship

| Course Learning Outcomes | 1 | 2 | 3 |
|--|---|---|---|
| Program Outcomes | | | |
| 1) The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own. | | | |
| 2) The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender. | | | |
| 3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services. | | | |
| 4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health. | | | |
| 5) In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him. | | | |
| 6) The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers. | | | |
| 7) While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the | | | |

| integrity, privacy, and dignity of the patient. Course Learning Outcomes | 1 | 2 | 3 |
|--|---|---|---|
| 8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours. | | | |
| 9) The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health. | | | |
| 10) To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components. | | | |
| 11) The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services. | | | |
| 12) The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this. | | | |
| 13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team. | | | |
| 14) The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation. | | | |
| 15) The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary. | | | |
| 16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice. | | | |
| 17) The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics. | 1 | 1 | 1 |
| 18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms. | | | |
| 19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results ontained and/or the results of other research for the benefit of the society. | | | |
| 20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process. | | | |

| 21) The graduate uses information technologies to improve the effectiveness of her/his work in Course Learning Outcomes meaning care, research, and education. | 1 | 2 | 3 |
|--|---|---|---|
| 22) The graduate effectively manages individual study and learning processes and career development. | 1 | 1 | 1 |
| 23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life. | 2 | 2 | 2 |
| 24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process. | | | |

Course - Learning Outcome Relationship

| No Effect | 1 Lowest | 2 Average | 3 Highest |
|-----------|----------|-----------|-----------|
| | | | |

| | Program Outcomes | Level of Contribution |
|----|--|--------------------------|
| 1) | The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own. | |
| 2) | The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender. | |
| 3) | The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services. | |
| 4) | The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health. | |
| 5) | In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him. | |
| 6) | The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and | |

| | other health care workers. | |
|-----|---|--|
| 7) | While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient. | |
| 8) | The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours. | |
| 9) | The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health. | |
| 10) | To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components. | |
| 11) | The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services. | |
| 12) | The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this. | |
| 13) | During the provision of health care, the graduate shows exemplary behaviours and leads within the health team. | |
| 14) | The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation. | |
| 15) | The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary. | |
| 16) | The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice. | |
| 17) | The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics. | |
| 18) | The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms. | |
| 19) | When necessary, the graduate plans and implements scientific research for the population | |

| | she/he serves, and uses the results ontained and/or the results of other research for the benefit of the society. | |
|-----|---|---|
| 20) | The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process. | |
| 21) | The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education. | |
| 22) | The graduate effectively manages individual study and learning processes and career development. | 1 |
| 23) | The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life. | 2 |
| 24) | The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process. | 1 |

Assessment & Grading

| Semester Requirements | Number of Activities | Level of Contribution | |
|-----------------------------|----------------------|-----------------------|--|
| Attendance | 12 | % 50 | |
| Presentation | 12 | % 50 | |
| total | % 100 | | |
| PERCENTAGE OF SEMESTER WORK | | % 100 | |
| PERCENTAGE OF FINAL WORK | | % | |
| total | % 100 | | |

Workload and ECTS Credit Calculation

| Activities | Number of Activities | Preparation for the Activity | Spent for the Activity Itself | Completing the Activity Requirements | Workload | |
|-----------------|-------------------------|------------------------------|----------------------------------|---|----------|--|
| Course Hours | 13 | 2 | 1 | 1 | 52 | |
| Total Workload | | | | | | |